



# 21<sup>ST</sup> CCLC

NAME OF LEA OR ORGANIZATION	Euell A. Wilson Center
ADDRESS	1512 Oxford Street / Fort Wayne, IN 46806
COUNTY	Allen
NAME OF CONTACT PERSON	Annette Dufor
TITLE	Executive Director
PHONE NUMBER	(260) 456-2917
EMAIL	nettedufor@aol.com
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	Annette Dufor
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	nettedufor@aol.com

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
John S. Irwin Elementary School (School Corp #0235)	60.3%	C	45	K-5

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
Euell A. Wilson Center	1512 Oxford Street	Fort Wayne / Allen

<b>TOTAL GRADE LEVEL(S) TO BE SERVED</b>	Six: kindergarten-5 <sup>th</sup> grade
<b>PRIORITY AREA</b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b>	STEM

<p><b><u>OPERATING HOURS</u></b>  (AFTER-SCHOOL, BEFORE-SCHOOL,  SUMMER, AND/OR INTERSESSION)  <b>*APPLICANTS SHOULD LIST ALL  APPLICABLE OPERATING HOURS</b></p>	<p><b>After-School:</b> 3:00 pm-7:00 pm M-Th  3:00 pm-6:00 pm F</p> <p><b>Summer:</b> 8:00 am-4:00 pm M-F</p>
<p><b><u>PROGRAM INCOME</u></b>  DOES YOUR PROGRAM PLAN TO  GENERATE PROGRAM INCOME? Y/N  <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b></p>	<p>Yes. We ask participants' families to pay the nominal fee of \$1/week. However, we do not require payment; youth may still participate, even if their families do not pay.</p>

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for

debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;

- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

Euell A. Wilson Center

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Applicant Name (LEA or Organization)



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Authorized Signature

July 29, 2020

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Date

# **SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS**

## **MEMORANDUM OF UNDERSTANDING**

### **Euell A. Wilson Center and Irwin Elementary School**

The Euell A. Wilson Center, hereinafter referred to as EAWC, and John S. Irwin Elementary School, herein after referred to as Irwin, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by EAWC from the Indiana Department of Education.

EAWC and Irwin desire to work cooperatively to build an asset- based approach to the delivery of services to youth and families. EAWC and Irwin will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at EAWC.

#### **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

#### **DESCRIPTION OF PROGRAM SERVICES**

EAWC agrees to the following:

1. Provide a parent sign-up table and EAWC representative at Irwin's School Registration Days and other events.
2. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
3. Provide adequate space for services.
3. Provide out-of-school time meals.
4. Assist with coordination of safe transportation of youth to EAWC and home following the 21<sup>st</sup> CCLC Out-of-School Time Program.
5. Provide one full-time Site Director at EAWC's Out-of-School Time Program site for 8 hours per day, five days per week, for a minimum of 180 days. The Site Director will be responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals employed in the Out-of-School Time Program, as described in the Site Director job description.
6. Provide Program Director to oversee Site Director (Coordinator) and to support their collaborative work with school administrators.

7. Provide Youth Development Professionals at each site for a minimum of 3 hours a day x 180 days to provide academic enrichment, healthy lifestyles, and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
8. Provide the needed student assessment forms and evaluation requirements.

Irwin agrees to the following:

1. Work collaboratively with EAWC to identify high-priority student participants and to meet needs of youth served in the program.
2. Develop common confidentiality guidelines to share information between EAWC and Irwin to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
3. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by EAWC and project evaluators (local and State).
4. Designate an Irwin employee to serve on the Advisory Group.

#### **TERMS**

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 31, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

#### **TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

#### **AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

#### **HOLD HARMLESS/INDEMNIFICATION**

EAWC agrees to indemnify, defend and hold harmless Irwin, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of EAWC. It is understood that such indemnity shall survive the termination of this Agreement.

Irwin agrees to indemnify, defend and hold harmless EAWC, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Irwin. It is understood that such indemnity shall survive the termination of this Agreement.

**INDEPENDENT CONTRACTOR STATUS**

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

**FINGERPRINTING**

EAWC shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Irwin that no employee working with youth and parents of Irwin has been convicted of a violent or serious felony as defined by statute. EAWC shall not permit any employee to have any such contact with a student of Irwin until such certification has been received by EAWC. EAWC shall supply Irwin with a list of names of those employees who are cleared to work with youth and parents of the district.

**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**

*Annette DeFor*

July 7, 2020

\_\_\_\_\_  
EAWC Authorized Signature

\_\_\_\_\_  
Date

*Mary Kinnirey*

8/4/20

\_\_\_\_\_  
Irwin Authorized Signature

\_\_\_\_\_  
Date

## **COMPLETED NON-PUBLIC CONSULTATION FORM(S)**

There are 20 non-public schools within a five-mile radius of the Euell A. Wilson Center (EAWC). We contacted each school multiple times via email, but the following 16 schools did not respond:

Canterbury School  
Concordia Lutheran School  
Cornerstone College Prep  
Crossroad Child & Family Services  
Emmanuel St. Michael Lutheran School  
Holy Cross Lutheran School  
Horizon Christian Academy  
Lutheran South Unity School  
Most Precious Blood  
Queen of Angels School  
St. Joseph Catholic School  
St. Joseph Hessen Cassel Catholic School  
St. Jude Elementary School  
St. Paul Lutheran School  
St. Therese School  
Timothy L. Johnson Academy

Copies of our attempted correspondence can be made available upon request.

One school (i.e., Saint Charles Borromeo School) replied that they do not wish to participate in the program. Three schools (i.e., Alyssum Montessori School, Smith Academy for Excellence, and St. John the Baptist School) replied and are interested in having students participate in the program. We are committed to providing comparable opportunities for non-public school students, and will work with officials at Alyssum Montessori School, Smith Academy for Excellence, and St. John the Baptist School to better understand their students' needs and discuss ways we can support those needs with our 21<sup>st</sup> CCLC program.

**Euell A. Wilson Center** contacted **Saint Charles Borromeo School** on **July 24, 2020**, in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Fort Wayne**.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

7-31-20

Robert Sordelet, Principal  
Non-Public School Representative

Robert Sordelet  
Signature

Annette Dufor

\_\_\_\_\_  
Applicant Representative

Annette Dufor

\_\_\_\_\_  
Signature

**Euell A. Wilson Center** contacted **Alyssum Montessori** on **July 24, 2020**, in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Fort Wayne**.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Suzy Ulmer

\_\_\_\_\_  
Non-Public School Representative

*Suzy Ulmer*

\_\_\_\_\_  
Signature

Annette Dufor

\_\_\_\_\_  
Applicant Representative

*Annette Dufor*

\_\_\_\_\_  
Signature

**Euell A. Wilson Center** contacted **Smith Academy for Excellence** on **July 24, 2020**, in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Fort Wayne**.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Corey Smith

\_\_\_\_\_  
Non-Public School Representative



\_\_\_\_\_  
Signature

Annette Dufor

\_\_\_\_\_  
Applicant Representative

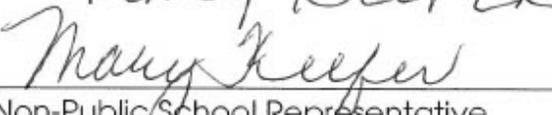


\_\_\_\_\_  
Signature

**Euell A. Wilson Center** contacted **St. John the Baptist School** on **July 24, 2020**, in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Fort Wayne**.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

MARY KEEFER  
  
\_\_\_\_\_  
Non-Public School Representative

  
\_\_\_\_\_  
Signature

Annette Dufor  
\_\_\_\_\_  
Applicant Representative

  
\_\_\_\_\_  
Signature

## **PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)**

At the Euell A. Wilson Center (EAWC), we are committed to enriching the hearts and lives of children and strengthening the family. Indeed, for more than 25 years, we have been transforming the lives of southeast Fort Wayne's most disadvantaged youth through our afterschool and summer programming.

Although more than 300 kindergarten through high school students walk through our doors each year, funding from 21<sup>st</sup> CCLC would specifically support programming for students attending John S. Irwin Elementary School (Irwin). Our organization has a unique and longstanding relationship with Irwin, a Fort Wayne Community Schools (FWCS) STEM-focused magnet school located just three blocks from our facility. After informally collaborating with Irwin for many years, we are eager to find new ways to promote student success through the 21<sup>st</sup> CCLC program.

For the 2019-2020 school year, 302 kindergarten through 5<sup>th</sup>-grade students were enrolled at Irwin. More than 60% of students qualified for free/reduced lunches, and more than 70% of students were students of color.

Irwin's strong STEM programming has helped its students to excel in science. However, according to their most recent (2018-2019) ILEARN assessment results, Irwin students continue to lag in other areas, including English/language arts, math, and social studies. Moreover, African American students and low-income students at Irwin face especially concerning achievement gaps.

Both the EAWC and Irwin are located in the 46806 ZIP Code, in southeast Fort Wayne (the most densely populated and impoverished quadrant of the city). Young people growing up in this area face numerous obstacles. Too often, they lack home examples of academic success, aspirational careers, and financial resiliency. They have often, tragically, witnessed violence in their communities or experienced violence in their own lives. In many cases, their families struggle to meet their basic needs. High-quality out-of-school programming that is specifically designed to serve at-risk youth is essential for students living in this area, as it helps them to develop the confidence they need to overcome the challenges of their current circumstances and dare to dream of a brighter future.

For decades, our transformative youth programming has 1.) ensured that students are safe, supervised, fed, and cared for; 2.) provided them with a sense of belonging; 3.) included educational supports; 4.) given them opportunities to explore their interests through a wide variety of field trips and enrichment activities; 5.) empowered them with skills that promote life success; 6.) helped them to improve their health through physical activities and various wellness programs; and 7.) helped them to develop their personal characteristics and become thoughtful, caring citizens. In an effort to strengthen the

families of the young people we serve, we have also offered numerous parent engagement opportunities.

While we already provide high-quality out-of-school programming, we are not yet a 21<sup>st</sup> CCLC program. Becoming a 21<sup>st</sup> CCLC program would be a catalyst for strengthening our relationship with Irwin. It would allow us to engage in formal information sharing to better understand students' needs; help us to improve our own strategies, activities, and curricula; and create greater continuity for students.

We have collaborated closely with Irwin to prepare this application and to design our 21<sup>st</sup> CCLC program. Irwin has indicated that they would like us to prioritize STEM education. Again, Irwin is a STEM-focused magnet school, and they are eager to find ways to enhance the innovative STEM learning that is already taking place during school hours.

In designing our programming and developing our evaluation plan, we utilized the Afterschool Alliance's research and outcomes for STEM learning in afterschool settings. The indicators outlined by the Afterschool Alliance have provided anchors for our performance measures, activities, and assessment strategies. The continuum of indicators begins with sparking interest in STEM, then developing the academic and behavioral capacities to engage in STEM, and finally internalizing a passion for STEM subjects and career pathways.

The funding that is associated with becoming a 21<sup>st</sup> CCLC program would be a tremendous asset to our organization. As a nonprofit, we are incredibly proud of the work we do each year with our very modest budget. However, with additional funding, we could invest in new STEM programs, provide our staff members with the professional development they need to be even more effective at promoting STEM learning, and take our already strong programming to the next level.

## **PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**

### **1. Minimum Criteria**

At the EAWC, we serve more than 300 kindergarten through high school students each year. However, funding from 21<sup>st</sup> CCLC would specifically support programming for students attending Irwin, where more than 40% of students qualify for free/reduced lunches.

### **2. Origin of Partnership**

The EAWC has been successfully serving youth in southeast Fort Wayne for more than two decades. The organization was founded to honor the life of Euell Wilson, a gifted young man who was known throughout the Fort Wayne community not only for his remarkable academic and athletic abilities but also for his humility, kindness, and generosity. In fact, although he was an aspiring college football player, Euell's ultimate dream had always been to help children. Following his unexpected passing in 1992, Euell's mother, Shirley Woods, decided to honor her son's legacy by opening her own back yard to at-risk children in southeast Fort Wayne. The first day she "opened her doors" and offered this haven, ten children arrived; the second day, forty children arrived. It was immediately clear to Ms. Woods that families in her community did indeed crave a secure and structured place for their children to spend time after school. It was also clear to Ms. Woods that her own back yard would not suffice. In 1995, EAWC opened its facility doors at 1512 Oxford Street, and today, 25 years later, continues to serve disadvantaged youth in southeast Fort Wayne.

Our organization has a unique and longstanding relationship with Irwin, FWCS magnet school located just three blocks from our facility. Woods (EAWC's founder) had worked at Irwin before opening the EAWC; her son, Euell, as well as her daughter, Annette Dufor (the EAWC's current Executive Director), both attended Irwin; and Irwin's former principal (Mary Lowery) played an instrumental role in the founding of the EAWC, working tirelessly to rally community support for what she believed was a much needed service. Now, dozens of Irwin students attend our afterschool and summer programming each year. This history—coupled with their physical proximity to our facility—has made them a natural partner. After informally collaborating with Irwin for many years, we are eager to find new ways to promote student success through the 21<sup>st</sup> CCLC program.

Although we have not worked as closely with Alyssum Montessori School, Smith Academy for Excellence, or St. John the Baptist School (the three non-public schools that have expressed interest in our program) we are thrilled that the 21<sup>st</sup> CCLC program will give us the opportunity to forge relationships with these schools, as well.

### 3. Priority Area

We have collaborated closely with Irwin to prepare this application and to design our 21<sup>st</sup> CCLC program. Irwin has indicated that they would like us to prioritize **STEM education**. Irwin is a STEM-focused magnet school, and they are eager to find ways to enhance the innovative STEM learning that is already taking place during school hours. Also, although they are hopeful that this 21<sup>st</sup> CCLC program will promote overall student achievement, they are especially interested in programming that promotes math achievement. Math is an area of focus for Irwin according to their school improvement plan. Over the course of this application process, we have reimagined our existing afterschool programming so that there is a greater emphasis on STEM and have selected several new STEM programs to pilot. We will also ensure that our staff members have the professional development they need to be even more effective at promoting STEM learning.

**PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)**

We qualify for priority points because we have never received 21<sup>st</sup>CCLC funds.

## **NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)**

### **1. Data Evidence**

Student Demographic Data – For the 2019-2020 school year, 302 kindergarten through 5<sup>th</sup>-grade students were enrolled at Irwin.

51.7% of Irwin students qualified for free lunches, and 8.6% of students qualified for reduced-price lunches, for a total of 60.3% of students qualifying for free/reduced lunches.

48.7% of Irwin students were African American, 26.8% were Caucasian, 12.3% were Hispanic, 11.9% were multiracial, and .3% were Asian.

10.3% of Irwin students received special education services, and 8.6% of Irwin students were English Language Learners.

Notably, the demographic data for Irwin overall is not necessarily reflective of the demographic data for Irwin students who attend programming at the EAWC. Traditionally, *more than 90%* of students who attend programming at the EAWC are African American and come from low-income families.

Student Behavioral Data – According to Irwin’s most recent School Improvement Plan, student behaviors are one area of focus for the school. We are eager to help support improved student behaviors through our 21<sup>st</sup> CCLC program.

Irwin already has strong attendance rates, with 84.5% of students exhibiting “model” attendance. (The state rate is just 65.3%.) Additionally, Irwin’s rate of chronic absenteeism is just 3.7%, compared to the overall state rate of 13.7%. We are hopeful that we can help to maintain these strong attendance trends amongst our regularly attending participants (RAPs).

Unfortunately, data relating to other student behaviors is less encouraging. Irwin’s in-school suspension rate (11.6%) is more than double the state’s overall rate (4.8%). The disparity is even wider when race is factored in, as the in-school suspension rate for African American students at Irwin is 13.8%, and the in-school suspension rate for multiracial students at Irwin is 19.4%. We are optimistic that our 21<sup>st</sup> CCLC programming will help to promote responsible student behaviors for our participants.

Also of note, Irwin is part of the FWCS district, where graduation rates (85.2%) lag just behind the state average. Again, though, disparities emerge when race is factored in; the graduation rate for African American students is nearly six percentage points lower, at just 79.5%.

Student Achievement Data – Irwin’s most recent letter grade for school accountability was a C, and, according to their most recent (2018-2019) ILEARN assessment results, Irwin students are lagging behind Hoosier students overall in almost every category.

Specifically, fewer than half (44.8%) of Irwin students demonstrated proficiency in English/language arts (4.1 percentage points behind the state average). Also, Irwin is not meeting expectations for growth in English/language arts achievement. Just 40.8% of Irwin students met or exceeded their annual growth target, and only 12% of the lowest performing students met or exceeded their annual growth target (this means Irwin is not meeting federal expectations).

Similarly, fewer than half (42.8%) of Irwin students demonstrated proficiency in math (5.9 percentage points behind the state average). Irwin is also not meeting expectations for growth in math. Just 31.3% of students met or exceeded their annual growth target, and only 7.7% of the lowest performing students met or exceeded their annual growth target (this means that the school is, again, not meeting federal expectations).

In science, Irwin 4<sup>th</sup>-grade students did outperform Hoosier students overall, with a 52.8% proficiency rate (5.1 percentage points above the state average).

In social studies, Irwin 5<sup>th</sup>-grade students under-performed Hoosier students overall, with a 32.6% proficiency rate (13.4 percentage points behind the state average).

Just as there are behavioral achievement gaps at Irwin, there are also significant academic achievement gaps for both African American students and low-income students.

For example, while 81.6% of Caucasian students at Irwin demonstrated proficiency in English/language arts, just 28.4% of African American students demonstrated proficiency (a difference of 53.2 percentage points). The proficiency rate for economically disadvantaged students was even lower at 27.4%.

Similarly, while 84.2% of Caucasian students at Irwin demonstrated proficiency in math, just 27% of African American students demonstrated proficiency (a difference of 57.2 percentage points). The proficiency rate for economically disadvantaged students was 29.8%.

In summary, Irwin’s strong STEM programming has helped its students to excel in science, but students continue to lag in other areas, including English/language arts, math, and social studies. Moreover, their growth, especially for the lowest performing students, is not meeting federal expectations.

Also, African American students and low-income students at Irwin face especially concerning achievement gaps. Therefore, while one can argue that all Irwin students might benefit from additional academic supports, the students from Irwin who are served

by EAWC (who, again, are predominantly African American and low-income) are even more likely to require additional supports.

Finally, it is worth noting that disadvantaged youth, such as those we serve, face many obstacles in addition to achievement disparities:

- Their parents often cannot afford fee-based afterschool programs or childcare. Children left home alone after school and/or during the summer often experience loneliness, fear, and worry and are at greater risk of injury, victimization, poor nutrition, and excessive television viewing.
- They are vulnerable to health risks related to poor nutrition, as their families often lack the ability to easily purchase healthy foods (due to lack of financial resources, transportation, etc.). Many also come from food-insecure homes and do not have their most basic needs met.
- Many do not live near safe playgrounds and parks and are less likely to participate in organized sports, all of which represent barriers to maintaining a healthy body weight.
- Many do not have a home example of what self-sustaining employment and financial resilience look like.
- They often lack access to extracurricular and cultural opportunities, many of which come with a fee.

## **2. Current Programming**

EAWC and Irwin are located in southeast Fort Wayne, just minutes from downtown. Southeast Fort Wayne is the most densely populated and high-poverty quadrant of the city. Currently, in addition to the programming offered by EAWC, there are two out-of-school programming options for Irwin students.

- The YMCA provides onsite before-school and afterschool care (“Y Care”) to students attending Irwin. Y Care does not include many structured activity options, and the monthly fee for this programming is \$400 (though the YMCA does accept childcare vouchers).
- The Boys & Girls Club also offers afterschool and summer programming for youth. The Boys & Girls Club remains a popular option in the community, but the distance between the Boys & Girls Club and Irwin is approximately 2.5 miles, which makes it less convenient for neighborhood families, especially those with unreliable transportation.

Families are fortunate to have choices for their students. The continued need for EAWC’s services is evidenced by the tremendous number of students (more than 300) who walk through our doors each year. We are known for being a “neighborhood program;” for the strong and enduring relationships we build with young people; and for our rich, high-

quality programming. Families are drawn to the EAWC each year because of this exceptional reputation.

### 3. Enhance or Expand

Name	Service	Schedule	# of Youth
EAWC	Afterschool	3:00 pm-7:00 pm (M-Th) 3:00 pm-6:00 pm (F)	45 21 <sup>st</sup> CCLC participants
EAWC	Summer	8:00 am-4:00 pm	45 21 <sup>st</sup> CCLC participants

Again, while we already provide out-of-school programming at the EAWC, we are not yet a 21<sup>st</sup> CCLC program. We are eager to participate in the 21<sup>st</sup> CCLC initiative because it would allow us to greatly enhance our existing services.

First, becoming a 21<sup>st</sup> CCLC program would be a catalyst for strengthening our relationship with Irwin. It would allow us to engage in formal information sharing to better understand students’ needs; help us to improve our own strategies, activities, and curricula; and create greater continuity for students. Indeed, research shows that afterschool programs with stronger relationships with educators and principals are more successful at improving students’ homework completion, homework effort, positive behavior, and initiative. Once we have developed a stronger relationship with Irwin, we hope to scale this approach and also begin developing stronger, more formal relationships with the other schools that our participants attend. (Our more than 300 program participants represent approximately 14 elementary, middle, and high schools.)

Second, the funding that is associated with becoming a 21<sup>st</sup> CCLC program would be a tremendous asset to our organization. As a nonprofit, we are incredibly proud of the work we do each year with our very modest budget. (Our annual operating budget is less than \$600,000.) However, with additional funding, we are confident we could quite literally transform our programming. Additional funding would enable us to hire the staff, pay for the training, and purchase the resources we need to take our already strong programming to the next level.

### 4. Identified Needs

This proposal has been a collaborative effort. We worked closely with the staff at Irwin to better understand their data, their School Improvement Plan, their focus areas (i.e., math and student behaviors), and the needs of their students.

As we prepared this application, we also reached out to numerous parents of current EAWC participants, EAWC board members, and representatives from other community organizations to gather input and feedback. We have also been recruiting these individuals to serve on our official 21<sup>st</sup> CCLC advisory council, which will meet quarterly

to provide strategic support as we continue to engage community partners, align our work with school efforts, and improve and expand our services to youth.

## **PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)**

### **1. Project Collaboration**

Officially, we will be partnering with Irwin (see MOU for details) to implement the 21<sup>st</sup> CCLC program. However, we believe in a community-based approach and will collaborate with numerous other agencies to better serve our participants and maximize resources.

**Air National Guard/STARBASE** – Each school year, our 122<sup>nd</sup> Fighter Wing Air National Guard Base in Fort Wayne brings the six-week STARBASE 2.0 program and a five-day STARBASE Summer Camp to EAWC. These programs are designed to expose at-risk youth to innovative hands-on activities in science, technology and mathematics.

**Boy Scouts** – Our EAWC has its own Boy Scouts unit. Each week, our unit’s scout leaders work with participants and guide them through the Boy Scouts curriculum and associated youth development activities.

**Allen County Drug and Alcohol Consortium (DAC)** – The DAC provides the staff-training and resources we need to implement their *Too Good for Drugs* curriculum, a prevention education program designed to mitigate the risk factors and enhance protective factors related to alcohol, tobacco, and other drug use.

**NAACP** – The Fort Wayne NAACP Branch visits the EAWC twice each year to implement a series of discussions and activities that focus on civic engagement and emphasize the importance of voting.

**Community Harvest Food Bank** – Thanks to Community Harvest Food Bank’s “Kids Café®” program, all EAWC participants are given free, nutritious meals. Also, through Community Harvest Food Bank’s “Kids Backpack” program, participants are given backpacks filled with food to sustain them over the weekend.

**Great KIDS make Great COMMUNITIES** – Each year through the Great KIDS make Great COMMUNITIES initiative, our staff participates in free training on the application of positive youth development frameworks and strength-based practices to ensure that EAWC participants have the opportunities and relationships they need to grow into productive and healthy adults.

**Fort Wayne Community School Afterschool Program Alliance** – The EAWC is a member of the Afterschool Program Alliance, which comprises district representatives, youth-serving organizations, and social service agencies. Members of the alliance share information and ideas, participate in free training and professional development, and work together to organize youth and family events.

**Purdue Fort Wayne (PFW) and the University of Saint Francis** – Through PFW and St. Francis’s Work Study Programs, college students receiving financial aid are provided with part-time, community-service-based jobs. Each year, up to eight students complete their work study (10 hours/week) at the EAWC—assisting with homework help, tutoring, and other program implementation.

**Brotherhood Mutual Insurance** – Brotherhood Mutual encourages community service amongst its employees’ families, and, each summer, arranges for three college-age children of employees to serve as interns at the EAWC (40 hours/week). This initiative is also funded by Brotherhood Mutual.

**Catholic Charities and the National Able Network** – Through a government-funded program, both Catholic Charities and the National Able Network help senior citizens gain work experience at various nonprofit facilities. Each year, eight to ten senior workers spend 20 hours/week at the EAWC, performing janitorial, food service, and administrative work.

**The Fort Wayne Police Department and the Fort Wayne Fire Department** – Both our local police department and our local fire department, upon request, patrol the neighborhood and provide additional security when we host evening events at the EAWC.

**Sororities and Fraternities** – Each year, adults from various sororities and fraternities partner with us to implement enrichment activities, serve as mentors, volunteer at *and fund* family engagement events, and donate items to the EAWC.

**Bishop Dwenger High School** – Once each week, 15- 20 Bishop Dwenger National Honor Society students provide homework help and tutoring to EAWC participants. Also, the school allows us to use one of its buses (and a driver!) at no charge for summer field trips.

## **2. Identifying Partners**

We have already been working with the partners listed above for many years, and we expect their continued support for the proposed 21<sup>st</sup> CCLC program. We also hope that, if we become a 21<sup>st</sup> CCLC site, it will open the doors to even more partnerships.

As was noted previously, we have been longtime (albeit unofficial) partners with Irwin, and we look forward to developing a stronger relationship with them through this program. Already, Irwin has played an invaluable role in the development of this application, helping us to understand their overall learning goals; their students’ needs and challenges; and strategies for improving student outcomes.

If we are selected to be a 21<sup>st</sup> CCLC site, our primary duties at the EAWC will include the following: 1.) oversee the program’s income and expenses; 2.) ensure the safe transportation of students; 3.) provide the physical space and staff for programming; 4.)

guarantee the safety and wellbeing of participants; 5.) develop and implement learning and enrichment activities for participants; 6.) ensure that participants receive snacks and meals; and 7.) work with a third-party local evaluator to analyze the success of the program

Through the 21<sup>st</sup> CCLC program, Irwin's primary duties will include the following: 1.) allow staff at the EAWC to recruit students at school events and encourage student participation; 2.) help staff at the EAWC to better understand students' needs, challenges, and successes; 3.) assist in the development of strategies for improving student outcomes; and 4.) provide EAWC with student data (e.g., attendance records, behavior reports, grades, and standardized test results) in a timely matter.

Please see our attached MOU for additional details.

### **3. Volunteers**

Volunteers play an essential role in our programming; in fact, we are supported by more than 150 volunteers each year! These generous individuals build mentoring relationships with the youth we serve, provide instructional expertise, and save our organization many thousands of dollars in staffing and/or contractual fees by giving of their time and talents. All volunteers undergo criminal background checks and are required to provide references. They must also participate in an orientation/training session, during which time they learn more about our mission, vision, and core values. For this 21<sup>st</sup> CCLC program, we will continue our existing volunteer recruitment strategies. Many of our volunteers are simply individuals who are familiar with our organization or have been recruited by our staff or board of directors. Other volunteers are associated with one of our many community partners (see above for additional details).

## **PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)**

### **1. Recruitment Data**

Again, while more than 300 students walk through our doors each year, 21<sup>st</sup> CCLC funding will support the cost of delivering programming to students from Irwin. (21<sup>st</sup> CCLC programming will also be available to the non-public schools who expressed interest in participating: Alyssum Montessori School, Smith Academy for Excellence, and St. John the Baptist School.)

The EAWC has been serving young people for more than 25 years and has a longstanding reputation for being a beacon of light for many of southeast Fort Wayne's most disadvantaged youth. Most families living in southeast Fort Wayne are familiar with EAWC's programming through family, friends, neighbors, and coworkers or their own firsthand experiences.

However, to ensure robust participation in our 21<sup>st</sup> CCLC program, we will do more than rely on the EAWC's strong reputation:

- Irwin has given us permission to host a complementary event when they host their annual Back to School Night. Specifically, on the same evening, we will host an open house event at the EAWC. Irwin staff will encourage families to stop by our facility (again, just three blocks from Irwin) to meet our staff and learn about our 21<sup>st</sup> CCLC program.
- We will attend other school events at Irwin, including but not limited to their biannual Parent-Teacher Conferences, Science Fair, Spring Carnival, and PTA events (e.g., S'Mores Night and Family BINGO). At these events, will set up a table with marketing materials and will have staff on hand to answer questions.
- We will provide Irwin with flyers describing our 21<sup>st</sup> CCLC program, which they will send home with students in their "red folders." We will also provide digital marketing materials that can be emailed to families.
- We will offer incentives to youth who recruit their neighborhood friends and classmates.

Notably, we plan to utilize parent-volunteers to assist with these recruitment efforts. Many of our existing EAWC parents are eager to give back to the organization. We value their contributions, and we believe this will illustrate for new and potential families our commitment to parent engagement.

## 2. Community Data

Both the EAWC and Irwin are located in the 46806 ZIP Code, in southeast Fort Wayne. The need for out-of-school programming is evidenced by demographic data for 46806, which illustrates the myriad challenges that individuals living in this area of town face:

- **Babies are more likely to be born to unwed mothers.** The birthrate to unwed mothers in Indiana is 38%. In the 46806 ZIP Code, it is 55%.
- **Teenagers are less likely to graduate from high school.** Indiana's overall high school graduation rate is 89%. The high school graduation rate for 46806 is 75%.
- **Adults are less likely to have a high school diploma.** The 46806 ZIP Code is one of just five ZIP Codes in Fort Wayne where more than 20% of the adult population never attained a high school diploma or equivalent.
- **Adults are less likely to earn a bachelor's degree.** In Indiana, 26% of Hoosiers have a bachelor's degree or higher. In the 46806 ZIP Code, just 6% of individuals have a bachelor's degree or higher.
- **Individuals are more likely to be unemployed.** Indiana's annual unemployment rate is 4%. In 46806, it is 7%.
- **Households tend to earn less money.** Indiana's median household income is \$54,325. The median household income in 46806 is considerably lower at \$28,490; in fact, 39.1% of individuals live in poverty.
- **Individuals are more likely to receive public assistance.** 11% of Hoosiers overall receive public assistance. 34% of individuals living in 46806 receive public assistance.
- **Individuals are less likely to have health insurance.** Indiana's overall health insurance rate is 90.9%. The health insurance rate for 46806 is 81.9%.
- **Individuals are less likely to own their home.** Indiana's home ownership rate is 69%. The home ownership rate for 46806 is 56%.
- **Homes in 46806 tend to be less valuable.** The median home value in Indiana is \$135,400. The median home value in 46806 is \$51,700.
- **Individuals are more likely to be exposed to crime and violence.** The rate of property crime (e.g., burglary, motor vehicle theft, etc.) in 46806 is more than double the city's overall rate. The rate of violent crime in 46806 is more than 3.5 times the city's overall rate. Unfortunately, southeast Fort Wayne is notorious for violent gang activity and youth involvement in gangs.

In summary, young people growing up in the 46806 ZIP Code face numerous obstacles. Too often, they lack home examples of academic success, aspirational careers, and financial resilience. They have often, tragically, witnessed violence in their communities or experienced violence in their own lives. In many cases, their families struggle to meet their basic needs. High-quality out-of-school programming that is specifically designed

to serve at-risk youth is essential for students living in this area, as it helps them to develop the confidence they need to overcome the challenges of their current circumstances and dare to dream of a brighter future.

### **3. Parental Involvement**

Although most of the families of the youth we serve face significant challenges, they also have many strengths, and their involvement is not just valuable—it is essential to their child’s academic success. Research has repeatedly demonstrated that children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree.

Through the 21<sup>st</sup> CCLC program, we plan to both continue and enhance the family engagement strategies that are currently in place at the EAWC. Our strategies will include the following:

- We will ensure that forms, newsletters, flyers, and other relevant papers from Irwin are received by students’ families. We will also print and share regular reports from “FWCS Gradebook” with parents. (Through the online platform FWCS Gradebook, parents can access their students’ grades, attendance records, assignments, and more.) Many of the families we serve do not own a computer and thus do not have easy access to online reports. It is critical that families have a strong understanding of their child’s overall school performance.
- We will encourage parents to participate in one-on-one meetings with our staff to discuss their child’s progress. For a student who is struggling, we will work together to ensure that the child is receiving necessary supports. On the other hand, a student who is excelling will be encouraged to explore a talent or passion through enrichment opportunities. During these meetings, we will also share strategies that parents can use at home to support their child’s academic needs.
- We will offer bimonthly Parent Empowerment Classes (every-other Wednesday evening from 6:00 pm-7:00 pm), where we will explore and discuss a wide variety of topics, including (for example) the importance of literacy at home, free educational resources, trauma-related behaviors, wellness, parenting techniques, etc. Parents will be surveyed regularly to help us determine topics of interest. Of note, when we identify a need within a particular family that is beyond the scope of our abilities, we will connect families with an appropriate community resource. For example, we have a strong working relationship with Lifeline Youth & Family Services and refer several families to their free counseling program each year.
- We will also promote wholesome engagement and togetherness by hosting monthly Family Nights. Family Nights—which will take place one Wednesday

evening per month from 6:00 pm-7:00 pm—are casual, large-group events where EAWC participants and their families can enjoy quality time together. Additionally, families will be invited to join participants for “Recreational Time” (which typically involves structured physical activity) every Monday, Tuesday, and Thursday evening from 6:00 pm-7:00 pm.

- Each month, we will develop and send home a “family learning activity” that participants and their families can complete together at home. Activities will encourage creativity, communication, and playfulness. Examples may include creating a personalized family board game, hosting a “global family dinner,” and producing a family commercial.
- We will distribute monthly newsletters to families in which we will share information about the program, resources and supports, and a “Parents as Resources” article. Through “Parents as Resources,” we will give families the opportunity to demonstrate their own expertise and will encourage them to share parenting techniques, academic support strategies, etc.
- We will organize opportunities for both EAWC youth and their families to give back to our community (especially our neighborhood) by participating in service projects. Recent examples of service projects include creating care packages for individuals living in Fort Wayne shelters, planting flowers for senior citizens in the neighborhood, and hosting a chili dinner to raise money for veterans.

### **3. Snacks and/or Meals**

Thanks to Community Harvest Food Bank’s “Kids Café” program, all EAWC participants are given nutritious afterschool meals during the school year; during the summer months, nutritious breakfasts and lunches are provided for *entire families*. Kids Café, a program of Feeding America, is one of the nation’s largest free meal service programs for children. Community Harvest Food Bank plans the meals (which are approved by the USDA and the Indiana Department of Education), provides the food (at no cost to EAWC), and even delivers the food to the EAWC facility. Meals are prepared and served by our trained senior workers and EAWC staff.

Also, through Community Harvest Food Bank's "Kids BackPack" program, each Friday, participants are given backpacks filled with meals to sustain them over the weekend. The food is child-friendly, nonperishable, easily consumed, and vitamin fortified. Many of the youth served come from food-insecure households, so this is a tremendous benefit to both the children and their families.

## 5. Weekly Schedule

### Afterschool Schedule

Monday 3:00-7:00 4 hours	Tuesday 3:00-7:00 4 hours	Wednesday 3:00-7:00 4 hours	Thursday 3:00-7:00 4 hours	Friday 3:00-6:00 3 hours
3:00-4:00 Afterschool Meal	3:00-4:00 Afterschool Meal	3:00-4:00 Afterschool Meal	3:00-4:00 Afterschool Meal	3:00-4:00 Afterschool Meal
4:00-5:00 Academic Excellence	4:00-5:00 Academic Excellence	4:00-5:00 Academic Excellence	4:00-5:00 Academic Excellence	4:00-5:00 Learning Exhibition!
5:00-6:00 Rotating Enrichment Activities	5:00-6:00 STEM Club	5:00-6:00 Rotating Enrichment Activities	5:00-6:00 STEM Club	5:00-6:00 Choice Activities
6:00-7:00 Physical Fitness and Family Engagement	6:00-7:00 Physical Fitness and Family Engagement	6:00-7:00 Pro- Social/Wellness OR Family Fun Night	6:00-7:00 Physical Fitness and Family Engagement	

### Summer Schedule

Monday 8:00-4:00 8 hours	Tuesday 8:00-4:00 8 hours	Wednesday 8:00-4:00 8 hours	Thursday 8:00-4:00 8 hours	Friday 8:00-4:00 8 hours
8:00-9:00 Breakfast	8:00-9:00 Breakfast	8:00-9:00 Breakfast	8:00-9:00 Breakfast	8:00-9:00 Breakfast
9:00-11:00 Academic Excellence OR STEM Club	9:00-11:00 Academic Excellence OR STEM Club	9:00-11:00 Academic Excellence OR STEM Club	9:00-11:00 Academic Excellence OR STEM Club	9:00-11:00 Pro- Social/Wellness
11:00-12:00 Lunch	11:00-12:00 Lunch	11:00-12:00 Lunch	11:00-12:00 Lunch	11:00-12:00 Lunch
12:00-2:00 Rotating Enrichment Activities	12:00-2:00 Rotating Enrichment Activities	12:00-2:00 Rotating Enrichment Activities	12:00-2:00 Outdoor Time	12:00-2:00 Field Trip

2:00-3:00 Choice Activities	2:00-3:00 Choice Activities	2:00-3:00 Choice Activities	2:00-3:00 Choice Activities	2:00-3:00 Choice Activities
3:00-4:00 Physical Fitness	3:00-4:00 Physical Fitness	3:00-4:00 Physical Fitness	3:00-4:00 Physical Fitness	3:00-4:00 Physical Fitness

**Academic Excellence:** During Academic Excellence, students will engage in one or more of the following activities (depending on their individual need):

- *Project Read*<sup>®</sup> - *Project Read* is a multisensory language arts curriculum designed to 1.) use language in all its forms and 2.) use responsive instruction rather than preplanned textbook lessons. The program comprises Phonics/Linguistics, Reading Comprehension, and Written Expression.
- Homework help/informal tutoring - This will take place during the school year only.
- Targeted small-group tutoring - Our staff members provide instruction and activities designed to teach specific academic concepts or standards to students who have been identified as needing extra help.
- Access to Study Island<sup>®</sup> - Study Island is an engaging computer program that provides individualized lessons. It helps students master state-specific, grade-level academic standards in a fun and engaging manner, combining rigorous content with interactive features and games.

**Rotating Enrichment Activities:** Every six weeks, students will choose and enroll in one of our rotating “enrichment activities.” (Once enrolled, a student commits to the activity for the entire six-week rotation and then may choose a new activity.) Enrichment Activity options vary, but some of our most popular options have included cooking classes, keyboard lessons, drum lessons, Boy Scouts, drama, dance, poetry, and painting. Regardless of the activity they select, all participants develop their self-confidence and discover new interests and talents. Moreover, numerous studies have demonstrated the relationship between enrichment activities and academic performance; students who participate in these sorts of activities generally have higher grades, more positive attitudes toward school, and higher academic aspirations. We believe offering enrichment activities to the low-income students we serve is especially important because most of them would not otherwise have access to these sorts of opportunities, which often come with a fee. Although some of the rotations are delivered by staff, we also frequently utilize contracted workers and community volunteers with specific interests and talents.

**STEM Club:** For STEM Club, our staff will design a wide variety of fun, hands-on STEM activities for students to participate in and will lead them in STEM career exploration. We will also use the following programs and curricula for STEM Club: 1.) **STARBASE** (a program designed to expose at-risk youth to innovative hands-on STEM activities and to increase their awareness of STEM careers through an inquiry-based curriculum); 2.) **AfterSchool KidzMath** (a mathematics enrichment program that uses cooperative games and storybook-based activities to promote mathematical understanding and social development); and 3.) **FIRST LEGO League** (a program that uses LEGOs to teach the fundamentals of engineering as students explore real-world problems, learn to design, and code and create unique solutions).

**Choice Activities:** During this time, students may choose which activity they wish to participate in (popular choices include board games and art-and-craft activities). “Choice activities” are less formal than other programming activities and allow for student-led fun and exploration. Our staff and volunteers join participants, which means that it is also the ideal time for relationship building and mentoring conversations.

**Physical Fitness:** To support healthy and active lifestyles, we offer a wide range of rotating physical fitness options, including (but certainly not limited to) basketball, volleyball, soccer, pickleball, jump rope, Tae Kwon Do, and even yoga. Although parents are by no means required to attend, during the school year, they are invited to join the children for this final (6:00 pm-7:00 pm) hour of programming. Students enjoy the opportunity to be active and playful. Structured physical fitness options also support the development of their social and emotional skills and allow them to deepen their relationships with peers, our EAWC staff, and their families.

**Family Night:** One Wednesday per month, during the school year, we host a “Family Night,” where parents and siblings are invited (but not required) to join us for a fun, family-friendly engagement activity (e.g., a youth-parent talent show, a family game night, etc.). Many of our participants’ parents had negative school experiences and thus feel unwelcome in a structured afterschool setting or unsure about the value of their contributions. The goal of our Family Nights is not only to promote engagement—but also to “open the door” so that we can build trusting relationships with families of the youth we serve.

**Pro-Social/Wellness:** Often, community organizations (ranging from the NAACP to DAC to the Allen County Department of Health) will approach us and offer to provide us with a curriculum or work directly with our youth. We welcome these partnerships and offer rotating programming and activities that focus on pro-social skills (e.g., leadership, citizenship) and wellness (e.g., oral health, nutrition).

**Learning Exhibition!:** Every Friday during the school year, approximately ten students will sign up to “demonstrate their learning” for the rest of the group. A demonstration of learning could involve playing a song on the keyboard, reciting a poem, or discussing one of their original works of art. Every student is expected to demonstrate their learning at least once per semester. It is a unique way for students to practice their public speaking skills and develop their confidence, and it allows us to celebrate their achievements.

**Outdoor Time and Field Trips:** During the summer, we take advantage of the many outdoor amenities in our city (e.g., parks, nature preserves, splash pads) and provide students with the opportunity to enjoy the outdoors. Every Friday throughout the summer, we take an enriching educational field trip. Destinations may include a local museum, the library, or even the theater. As was previously noted, we use a local parochial high school’s transportation services (which they provide at no charge). Our safety procedures for field trips can be found later in this application (see **Safety and Transportation**).

## 6. Alignment to Standards

The Indiana Afterschool Standards and the Indiana Academic Standards will serve as the foundation for all our 21<sup>st</sup> CCLC programs and activities.

- **Our staff will be familiar with the Standards.** Because we are a member of the Afterschool Program Alliance, our staff is given the opportunity to participate in free training and professional development offered by FWCS, which will help them to better understand the Standards and give them ideas for programs and activities that promote Standards-based learning.
- **We will use free and available resources to plan Standards-based activities.** Our staff will refer to the IDOE website when planning learning activities, especially the IDOE’s compendium of STEM curricula, lessons, and resources.
- **We will collaborate with our partner-school.** Our staff will work closely with Irwin to identify and incorporate priority Standards into our Academic Excellence and STEM Club programming.
- **Students will have access to Study Island, which provides Standards-based learning.** Study Island Benchmark Assessments are built from the Indiana Standards, so they are ideal for obtaining a baseline measure of each student’s current level of proficiency on grade-level Standards. Study Island’s individualized lessons and games are also closely aligned with Indiana Standards, so every time students work in Study Island, they are gaining experience with the same types of items they will see on their ILEARN assessment.
- **We will continue to make decisions that ensure that our program aligns with the Indiana Afterschool Standards.** For example, to ensure that our staff “relate to

participants in positive ways," they will continue to participate in training that helps them to understand youth development, social-emotional strengths, and trauma, and their approach to youth interactions will be heavily informed by the Developmental Assets® Framework.

- **Our Program Director and Site Coordinator will regularly review our 21<sup>st</sup> CCLC program to ensure fidelity with the Indiana After School Standards and to assess areas for continued growth.** We will use the Indiana Quality Program Self-Assessment (IN-QPSA), an online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Standards.

## 7. Staff Recruitment and Retention

At the EAWC, we are committed to building a diverse team and have several strategies in place to ensure equitable hiring practices.

- We are mindful of the language we use in our job descriptions and avoid overly-gendered words and phrases. We also expressly share that we value candidates who have experience working directly with people from diverse racial, ethnic, and socioeconomic backgrounds. In fact, experience working with "at-risk" youth is an expectation of all staff who interact with program participants.
- We have a standardized interview process in order to minimize bias.
- When possible, we first consider existing staff and volunteers. These individuals are more likely to reflect our students both culturally and racially.

As was previously noted, most of the students we serve are African American. Currently, 100% of our EAWC staff members, including our Executive Director, are African American. Moreover, 40% of our interns and 27% of our Board Members are also African American.

Once a new staff member is hired, we have a robust onboarding process so that they can quickly learn about our organization and their role. We also take the time to get to know our new staff; our leadership team continues to check in regularly to learn about their experiences at EAWC and to ensure they have what they feel they need to be successful. All staff have numerous opportunities for training and growth through formal professional development and informal mentorships.

In addition to offering competitive wages, we promote staff retention by providing paid vacations and paid holidays. We also work diligently to create a welcoming and supportive atmosphere for our staff. They are encouraged to bring children to work if needed; they (and their families) are invited to our Family Nights; and we look for numerous opportunities to praise, celebrate, and recognize their hard work and dedication.

The following staff will be involved in the implementation of this 21<sup>st</sup> CCLC program:

Program Director (full-time) – Salary: \$40,000

Site Coordinator (full-time) – Salary: \$37,000

Youth Workers (part-time) – Hourly Wage: \$11

## **EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)**

Our organization has a longstanding reputation for being a beacon of light, and families choose to send their children to our center because they know that 1.) they can trust us to care for and protect their child; 2.) we intentionally create a welcoming environment, where their child will develop lasting relationships with supportive staff, volunteers, and peers; 3.) we offer a wide variety of fun, educational, and enriching activities that support academic success; and 4.) we value diversity and inclusion and respect the backgrounds and experiences of all participants.

Last year, we delivered afterschool and/or summer programming to 371 unduplicated youth, ages 5-18. The average daily attendance throughout the school year was 90 youth, and the average daily attendance throughout the summer was 105 youth. Clearly, we have a strong history of successfully recruiting and retaining youth participants, and we are confident that we will be able to serve the proposed number of students from Irwin.

We also have a strong history of helping student participants achieve academic outcomes. Our high academic expectations coupled with our comprehensive support services ensure that the youth we serve overcome achievement gaps and succeed in school. For the 2019-2020 school year, 89% of youth who were identified as “needing extra support” in the fall moved ahead by at least one grade level in reading and/or math, according to their final Study Island Benchmark Assessment.

Also of note, to determine if the young people we serve are demonstrating the skills and attitudes that promote positive emotional development, we administer a survey based on the 40 Developmental Assets. These are the strengths and positive supports that Search Institute has determined young people need to succeed. Our most recent survey results showed us the following:

- 96% of youth felt that the adults at EAWC care about them.
- 95% agreed that that EAWC taught clear rules.
- 98% agreed EAWC inspired them to try harder.
- 92% agreed that EAWC helped them to strengthen their relationships with their parents/guardians.
- 94% agreed EAWC helped them to overcome peer pressure.

## **PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

Afterschool programs play an important role in improving preparedness and increasing interest in STEM-related subjects and careers. In designing our programming and developing our evaluation plan, we utilized the Afterschool Alliance’s research and outcomes for STEM learning in afterschool settings. The indicators outlined by the Afterschool Alliance have provided anchors for our performance measures, activities, and assessment strategies. The continuum of indicators begins with sparking interest in STEM, then developing the academic and behavioral capacities to engage in STEM, and finally internalizing a passion for STEM subjects and career pathways.

<p>Develop an interest in STEM and STEM learning activities</p> <p>"I like to do this"</p>	<p>Develop a capacity to productively engage in STEM learning activities.</p> <p>"I can do this."</p>	<p>Value the goals of STEM and STEM learning activities</p> <p>"This is important to me."</p>
<ul style="list-style-type: none"> <li>- Active participation in STEM learning opportunities</li> <li>- Curiosity about STEM topics, concepts, and/or practices</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to productively engage in STEM processes of investigation</li> <li>- Ability to exercise STEM-relevant life and career skills</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of value of STEM in society</li> <li>- Awareness of STEM professions</li> </ul>

### **1. Evidence-Based Programming**

We will use the following evidence-based programs (as outlined above; see **Program Design**):

**Project Read** - *Project Read* is a comprehensive language arts program designed to provide explicit instruction. The goal of the program is to help all students become thoughtful, purposeful, and independent readers. Emphasis is placed on systematic, direct instruction of concepts and skills and by a teaching approach that includes visual, kinesthetic, auditory and tactile strategies as well as the use of body language. *Project Read* materials are based on a research-driven language arts curriculum in line with the National Reading Panel’s five essential components of effective reading instruction. A University of Minnesota doctoral dissertation by Mary Lee Enfield, Ph.D. contains a comprehensive description of the basis for *Project Read* materials and teaching strategies. The original controlled pilot study and the three-year major study document the effectiveness of *Project Read* teaching materials as an alternative approach to teaching reading to students.

**STARBASE** – Each school year, our Local Air National Guard brings the Department of Defense’s six-week STARBASE 2.0 program and a five-day STARBASE Summer Camp to EAWC. These programs are designed to expose at-risk youth to innovative hands-on STEM activities (e.g., computer design, aviation investigations, the science of baseball, robotics programming, rocket launches, etc.) and to increase their awareness of STEM careers through an inquiry-based curriculum. Participants also develop their confidence and build skills in observation, investigation, communication, and teamwork. In a study submitted by the RAND Corporation, it is noted, “Previous research suggests that STARBASE is quite effective on a variety of outcome measures. Considering short-term measures first, students’ scores on a test designed to measure comprehension of subjects covered in STARBASE increased substantially after completing the program. Students also indicated higher levels of confidence or efficacy on STEM subjects after attending STARBASE. There is also evidence that STARBASE has influence over longer-term outcomes. In particular, a randomized control trial carried out using data from Saint Paul Public Schools in Minnesota indicates that students completing STARBASE had significantly higher levels of interest in technology than did similar students who did not complete the program. Test scores and attendance rates both appeared to improve among students who completed STARBASE.”

**AfterSchool KidzMath** - AfterSchool KidzMath offers expertly developed games and story guides that help kids practice mathematical concepts in engaging ways and build confidence in their abilities. The program is designed specifically for out-of-school settings and gives children extra practice with the important skills they need to become confident math learners. The cooperative nature of the program fosters children’s ability to make decisions with others, be responsible for their own learning and behavior, and have equal time to practice math skills. An analysis by Victor Louie, a researcher at UCLA, showed significant test-score differences after students participated in the *AfterSchool KidzMath* program for at least one year through one of 23 afterschool sites run by Sacramento START. The evaluation analyzed the math test scores of more than 13,000 elementary students (3<sup>rd</sup>-5<sup>th</sup>-grade), with data from the Sacramento Unified School District. Overall results showed 1.) students who used the *AfterSchool KidzMath* curriculum were associated with higher math test scores; on average, students who participated in the *KidzMath* program for a single year outperformed non-participants by 8.24 points; the longer a student participated in *KidzMath*, the longer it took for scoring differences to diminish. Focus-group interviews with Sacramento START children revealed 1.) enjoyment of *KidzMath* activities, a majority finding the non-competitive nature of the games appealing; and 2.) strong benefits from helping each other and working together.

**FIRST LEGO League** – FIRST LEGO League introduces STEM to children through fun and exciting hands-on learning. Participants gain real-world problem-solving experiences through a guided, global robotics program. The programs inspire youth to experiment and grow their critical thinking, coding, and design skills through hands-on STEM learning and robotics. FIRST aims to ensure its programs are having a lasting, positive impact on participants across all demographic groups. Their rigorous multi-year longitudinal study, conducted by Brandeis University Center for Youth and Communities, provides strong evidence that participation in FIRST does just that. Even with just one year of FIRST participation, study participants are two-to-three times more likely to have gains in STEM outcomes when compared to a group of peers not participating in FIRST.

**Study Island** –Study Island is a computer program with built-in, data-driven assessments and self-paced, individualized learning. It helps students master state-specific, grade-level academic standards in a fun and engaging manner. Study Island combines rigorous content (that is highly customized to specific Indiana Standards in math, reading, writing, science, and social studies) with interactive features and games that engage students and reinforce and reward learning achievement. More than 20 games are built into Study Island to keep students engaged. Games are only accessible when students answer questions correctly, so students are motivated to do their best on every question. In a study validated by my Marzano Research Group, Study Island has been proven to improve student achievement. Research shows that Study Island meets ESSA requirements and confirms that, when used consistently, for as little as 30 minutes per week, per subject, Study Island produces significant growth outcomes for students.

**2. Table Below**

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve Academic Achievement	1) Increase English/language arts achievement among RAPs 2) Increase math achievement among RAPs 3) Help RAPs develop the academic capacities to productively	1) Targeted interventions, including tutoring and homework help 2) Academic supports (including Study Island) 3) STEM-focused enrichment opportunities	1) 65% of RAPs (grades K-2) will improve their English/language arts grades by spring semester OR maintain an S+ or higher 1) 65% of RAPs (grades K-2) will improve their math grades by spring semester OR maintain an S+ or higher 3) 65% of RAPs (grades 3-5) will improve their English/language arts	1) Report cards 2) Study Island Benchmark Assessments

	engage in STEM learning	4) Additional academic enrichment opportunities	grades by spring semester OR maintain a B- or higher 4) 65% of RAPs (grades 3-5) will improve their math grades by spring semester OR maintain a B- or higher 5) 65% of RAPs will demonstrate mastery of at least 75% of grade-level material in English/language arts, as evidenced by Study Island Benchmark Assessments 6) 65% of RAPs will demonstrate mastery of at least 75% of grade-level material in in math, as evidenced by Study Island Benchmark Assessments	
Improve Social and Behavioral Outcomes	1) Inspire RAPs to try harder 2) Improve classroom behaviors 3) Help RAPs develop the social and behavioral capacities to productively engage in STEM learning	1) Intentional, mentoring relationships with participants 2) High behavioral expectations 3) Community Service projects 5) STEM career exploration	1) 80% of RAPs will meet Indiana’s definition of a model attendee 2) 65% of RAPs will demonstrate positive classroom habits that support their learning, as measured by teacher surveys 3) 80% of RAPS will demonstrate increased knowledge about STEM career pathways	1) Attendance Records 2) Teacher surveys 3) STEM career awareness surveys
Increase Family Involvement	1) Inspire involvement at school 2) Inspire education at home	1) One-on-one meetings between family and EAWC staff	1) 65% of RAPs’ families will attend Irwin’s fall and/or spring Parent-Teacher Conferences 2) 65% of RAPs’ families will report that they completed	1) Parent-Teacher Conference attendance records

	<p>3) Help RAPS to have the support they need to productively engage in STEM learning</p>	<p>2) Parent Empowerment Classes</p> <p>3) Family Nights</p> <p>4) Take-Home Family Learning Activities</p> <p>5) Family Newsletters</p>	<p>at least three take-home Family Learning Activities</p>	<p>2) Parent Surveys</p>
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## **PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)**

### **1. Communication Plan**

School Leadership - To ensure that EAWC staff members understand students' overall needs and that school leadership at Irwin have input regarding the 21<sup>st</sup> CCLC programming activities and strategies, we will meet with the principal and other designated staff members during our quarterly 21<sup>st</sup> CCLC advisory council meetings. We will also provide them with monthly email updates that describe program activities. We expect to also communicate continuously and less formally as needed (e.g., to discuss upcoming school events, professional development opportunities, and program strategies).

Additionally, Irwin will provide EAWC staff with copies of student data when the information becomes available. They will also ensure that teacher surveys are completed in a timely manner and will provide us with any other information that may be needed to evaluate our 21<sup>st</sup> CCLC program.

School-Day Staff – Each year, prior to the start of school, we will present information about our 21<sup>st</sup> CCLC program to educators and other relevant staff at Irwin during in-person meetings. We want to be sure educators understand the 21<sup>st</sup> CCLC program, how it will benefit students, and the information and feedback that is required of them. To better understand the academic needs and performance of students participating in the 21<sup>st</sup> CCLC program, we will send brief surveys to the students' teachers each fall, winter, and spring. The surveys will ask for information about each student's in-school engagement, effort, overall performance, challenges, and successes. Although we will only require teachers to formally report to us three times each year, we will encourage them to reach out as often as they would like with questions, concerns, suggestions, and other feedback.

Having a strong understanding of 1.) the learning that is taking place at these schools along with 2.) overall school performance trends will allow us to provide academic supports and enrichment activities that reinforce what is happening during the school day. Feedback relating to individual students will help us to provide similar but more targeted intervention strategies.

Community Stakeholders – To ensure that community stakeholders are made aware of our 21<sup>st</sup> CCLC program services, we will include a new page on our EAWC website ([www.euellwilsoncenter.org](http://www.euellwilsoncenter.org)) that describes the 21<sup>st</sup> CCLC program; we will regularly share information about the program on Facebook through our existing EAWC account (@euellwilsoncenter); and we will include information about the program in our EAWC newsletters, which are sent to our supporters and other community leaders. We will also

include representatives from at least two community organizations on our 21<sup>st</sup> CCLC advisory council.

Families of Program Participants – Families of program participants will be given contact information for the EAWC, including the organization’s phone number and email addresses of key staff. Families will be encouraged to reach out—or stop in—at any time if they have questions, concerns, or information to share. We will also give all families the opportunity to provide feedback through annual surveys and will invite families to serve on our 21<sup>st</sup> CCLC advisory council.

We will ensure that families are made aware of our 21<sup>st</sup> CCLC programming activities and overall successes through three annual newsletters as well as a more formal annual report (which will include information provided by our local evaluator). We will also invite families to participate in one-on-one meetings to help us better understand their child’s needs, challenges, and strengths.

## **2. 21<sup>st</sup> CCLC Terminology**

We will refer to our program as a 21<sup>st</sup> CCLC program and will use the 21<sup>st</sup> CCLC logo on our website, on our program marketing materials, and for program-related information within our newsletters and annual reports.

# PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

## 1. Professional Development Plan



### IDOE 21<sup>st</sup> CCLC Program Professional Development Plan



<b>Program Name</b>	Euell A. Wilson Center – 21 <sup>st</sup> CCLC
<b>Program Director</b>	Ocleva Williams (21 <sup>st</sup> CCLC Program Director) Annette Dufor (Euell A. Wilson Center Executive Director)
<b>Dates of Implementation</b>	July 1, 2021-July 31, 2022

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
You for Youth Online Courses	You for Youth	Staff will learn to forge strong links to students' families, to involve them in our program, and to support them in overcoming challenges.	Staff will learn to forge Constructive relationships between 21 <sup>st</sup> CCLC programs and families contribute to better results for students.	Program Director - 1 Site Coordinator - 1 Youth Workers - 4	4 hrs	Free	N/A	March 2022	Relationship and Communication
Kids Count Conference	Indiana Youth Institute	Staff will develop skills and knowledge needed to improve our service to youth	Staff will apply skills and knowledge re: social-emotional learning, equity and inclusion, youth and family engagement, etc. to increase youth outcomes	Program Director - 1 Site Coordinator - 1 Youth Workers - 2	10 hrs	\$1000	100% 21CCLC	Dec 2021	Cultural and Human Diversity Applied Human Development Relationship and Communication
Project Read	Project Read	Staff will participate in webinars that	Staff will develop instructional strategies and multisensory	Site Coordinator - 1 Youth Workers - 4	2 hrs	Free with curriculum purchase	N/A	July 2021	Developmental Practice Methods



### IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

		guide them through the Project Read curriculum guides, with an emphasis on integrated instruction	techniques to support them as they implement the Project Read curriculum						
The FIRST LEGO League professional development course	FIRST Education	Staff will develop a strong understanding of how to implement all aspects of the FIRST LEGO League program	Staff will be empowered to help students achieve STEM learning objectives.	Site Coordinator -1	12 hrs	\$500	100% 21CCLC	June 2021	Developmental Practice Methods
Great Kids Make Great Communities	Annual Conference on Youth	Staff will learn best practices for working with youth and develop a better understanding of youth development	Staff will apply youth development concepts to help build resilience and help youth to increase their overall wellness	Program Director - 1 Site Coordinator - 1 Youth Workers - 4	1 Day	\$360	100% 21CCLC	2021	Cultural and Human Diversity Applied Human Development Relationship and Communication
Understanding ACEs	Great Kids Make Great Communities	Staff will develop a stronger understanding of how trauma affects children	Staff will be able to implement trauma-informed practices to better serve the at-risk youth enrolled in our programming	Program Director - 1 Site Coordinator - 1 Youth Workers - 4	1 Day	Free	N/A	Sept. 2021	Developmental Practice Areas



**IDOE 21<sup>st</sup> CCLC Program Professional Development Plan**

CPR/First Aid Training	Parkview Hospital	Program staff will become CPR/First Aid-certified.	Staff will have the skills they need to ensure participant safety.	Program Director - 1 Site Coordinator - 1 Youth Workers - 4	4hrs	\$140	100% 21CCLC	June 2021	Health and Safety
Afterschool KidzMath	Center for the Collab. Classroom	Staff will develop a strong understanding of how to implement the Afterschool KidzMath program	Staff will be empowered to help students achieve success in math and enhance their pro-social outcomes.	Site Coordinator –1 Youth Workers – 2	Ongoing as needed	\$250	100% 21CCLC	June 2021	Developmental and Practice Methods

**Professional Development Plan Cost:**

Total Estimated Cost	\$2,250	% of Total Budget	2%
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**2. Assessment**

We are committed to providing our staff with training opportunities appropriate to their position and responsibilities.

- Individual EAWC staff members will complete an annual needs assessment to help us better understand their perceived professional development needs.
- Our Program Director and Site Coordinator will observe Youth Workers to help identify additional needs.
- We will also collectively complete a team assessment to determine how we can strengthen our collective knowledge and abilities.
- We will use feedback from value of service surveys (completed by participants, parents, and volunteers) to help us identify areas of improvement.

This information will then be used to design our annual professional development plan. Using the plan as a roadmap, we will facilitate trainings, and we will ensure that staff members are made aware of additional training opportunities relevant to their responsibilities. All staff will be required to complete at least six hours of internal and six hours of external training each year. We will keep records of all trainings attended by staff to ensure fidelity to this expectation.

**3. Staff Plans**

Our 21<sup>st</sup> CCLC program will primarily be staffed by our Program Director, our Site Coordinator, and our Youth Workers. (We will also use contracted workers who are experts in their field to help deliver programming in specific focus areas.) Our Program Director will ensure that our program meets all 21<sup>st</sup> CCLC expectations and guidelines.

She will complete necessary reports, develop attendance policies, attend mandated meetings, work cooperatively with the Site Coordinator, etc. To ensure that she has the training she needs to excel, she will participate in training and workshops specifically focused on financial management, using project management software, and data collection.

Our Site Coordinator will oversee the day-to-day program operations (e.g., ensuring that Youth Workers and contracted workers are delivering activities as planned, coordinating the daily schedule, communicating with school-day teachers, planning field trips, etc.). She will participate in training that will help her to be an effective leader and will equip her with the knowledge and skills needed to design a high-quality youth program. Relevant training and workshop topics will include personnel supervision, best practices in afterschool programming, and cultural awareness.

Our Youth Workers will participate in training focused on the Indiana Standards, curriculum development, health and safety, and family engagement. After our Youth workers Participate in a training, our Site Coordinator will connect with them to determine if there are any concepts that require further exploration.

#### **4. Enhancing Quality**

This 21<sup>st</sup> CCLC program provides us with the unique opportunity to invest more in our staff's professional development. We are confident that, with the training outlined in our Professional Development Plan, we can ensure 21<sup>st</sup> CCLC program fidelity and, ultimately, improve our afterschool program so that it does an even better job of meeting the needs of students.

## **EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

### **1. Evaluation Plan**

Afterschool programs play an important role in improving preparedness and increasing interest in STEM-related subjects and careers. In designing our programming and developing our evaluation plan, we utilized research by the Afterschool Alliance on defining STEM outcomes for afterschool settings. These selected indicators provide relevancy for our performance measures, activities, and assessment strategies. The continuum of indicators begins with sparking an interest in STEM, then developing the academic and behavioral capacities to engage in STEM, and finally internalizing a passion for STEM subjects and career pathways. Each performance measure for our program links back to overarching indicators for STEM afterschool programs. Our evaluation plan consists of a baseline evaluation, formative feedback to support continuous improvement, and a summative evaluation. In the strategies of measurement section, we have provided a summary table of instruments, performance measures, the timeline and responsible party for collecting and reporting findings.

The **baseline assessment** began with assessing the community and school conditions. This included data analysis for program planning using school data (e.g. academic, behavior, attendance), Census data, interviews with program staff, and feedback from parents and school administrators. In support of this grant application, our local evaluator also reviewed the School Improvement Plan (SIP) for our primary target school, Irwin. This was done to ensure our program activities and outcomes align to the goals of the school and support the daily efforts of the school to improve academic and behavioral outcomes. Program staff and the advisory council will also receive training at the start of the year on performance measures and the baseline data that was used to identify said measures. The evaluator will also use baseline data for context in the annual report.

**Formative** student data will be used to continuously improve tutoring and programming throughout the program year. We will also utilize mid-year data to counsel and support students, plan programming, and train program staff. This data includes formative assessment data, student grades, attendance, and behavior infractions. Surveys and focus groups for students and parents will also be used to continually improve the program. We will conduct two parent surveys each year and additional surveys following any parent/family workshops. We will also use the online IN-QPSA self-assessment tool to rate our performance based on Indiana Afterschool Standards. This self-assessment will include program staff, our advisory council, parents, students, and our local evaluator. We will also utilize the STEM standards as part of the IN-QPSA self-assessment. To support continuous improvement, our Program Director will meet with principals on a quarterly basis to discuss program improvements and needs. Our local evaluator will also present a mid-year data analysis to program staff and provide training

on data monitoring, in order to improve programming and support individual students. This would include formative assessment data (i.e. Study Island), survey findings, attendance, and behavior outcomes.

**Summative** data will be used to measure annual progress towards our performance measures. At the end of each year of the project, our local evaluator will prepare and submit to the Program Director and the CCLC advisory council a detailed report that includes the following information: (1) evidence of program quality (using Indiana's Afterschool Standards), (2) student program attendance trends, (3) progress towards each of the stated performance measures, and (4) program improvement recommendations. Annual reporting will include both formative and summative data and will be qualitative and quantitative. Data will also be disaggregated by demographic groups, grade levels, and by program attendance. Teachers will complete an annual survey required by IDOE. We will submit to IDOE the following reports annually: Financial Reports, Professional Development Report, and a Local Evaluation Report. The evaluation for Year Two and beyond will include longitudinal analysis, culminating with a report in Year Four that includes aggregated data across all four years. We will also provide all necessary data to facilitate effective site visits by IDOE. Our local evaluator will present findings to our program staff, school leadership, and advisory council.

At each phase of evaluation—baseline, formative, and summative—our evaluator will compile and present data, provide recommendations, and facilitate discussion about program improvements. Grades, attendance, and behavior data will be collected from the schools at the end of each semester. Study Island data will be collected from the program three times a year, at the beginning (BOY), middle (MOY), and end of the year (EOY). The IN-QPSA self-assessment will be administered in the spring to provide input for the following year's planning. The local evaluator will also utilize these findings in the annual evaluation. Each year's annual evaluation will include summative data from the previous year, to provide context and progress.

## **2. Local Evaluator**

As a new 21<sup>st</sup> CCLC program, we utilize an experienced 21<sup>st</sup> CCLC evaluator to review our program, assist with data management, and provide progress-monitoring feedback. Our evaluator, Dr. Jamie Garwood, has a decade of experience evaluating the outcomes of social service programs, including afterschool tutoring, mentoring, and employment programs. Previously, Dr. Garwood was employed as the Director of Education for United Way of Allen County. In this capacity, she developed and led a community-wide literacy initiative to close the 3<sup>rd</sup>-grade reading gap and started one of the largest *Real Men Read* projects in the country, pairing male mentors with 2<sup>nd</sup> and 3<sup>rd</sup>-grade classrooms for monthly guided reading sessions. Dr. Garwood also evaluated the outcomes of United Way-funded social service programs, particularly afterschool

tutoring and mentoring programs. This work included developing United Way's logic models and measurement frameworks. In addition to collecting and evaluating program-related data, she was responsible for collecting community-level data to better understand community needs and conditions.

Dr. Garwood continued this work with the Fort Wayne Urban League as the Director of Programming and Development. In this role, she was responsible for developing and monitoring the logic models and outcomes of Urban League programs in education, housing, and employment. Dr. Garwood also implemented an agency-wide client database to collect and monitor program outcomes. During this time, Dr. Garwood secured one of just five National Urban League college readiness grants for Fort Wayne. The other cities were Chicago, Houston, Philadelphia, and Rochester. Her familiarity with college readiness programming is an asset to our afterschool programming. She previously chaired Allen County's College Success Coalition.

Currently, Dr. Garwood works for Ball State University (BSU) in the Office of Charter Schools. In this role, she evaluates the academic performance of charter schools throughout Indiana. This evaluation includes a range of formative and summative data sources, academic and non-academic measures, and postsecondary success data. Dr. Garwood has made revisions to the BSU academic evaluation framework, aligning metrics with national norms and best practices. Dr. Garwood also works with schools to understand their performance data and effectively communicates results to school staff and boards.

In all of these roles, Dr. Garwood has applied and developed the quantitative and qualitative skills gained through professional experience and advanced education. Dr. Garwood has a Bachelor's degree in Sociology with a focus on education and social welfare. This sociological foundation provided a base of analytical skills that were developed further when earning a Master's Degree in Public Policy. Dr. Garwood also completed her Doctorate in Education Leadership by conducting a two-phase, mixed-method sequential study of Indiana's K-12 voucher program. She is also a trained lead evaluator for Cognia (formerly AdvancED)—a school accreditation agency.

### **3. Strategies of Measurement**

As previously stated, we utilized research by the Afterschool Alliance on defining STEM outcomes for afterschool settings. These selected indicators provide relevancy for our performance measures, activities, and assessment strategies. The continuum of indicators begins with sparking an interest in STEM, then developing the academic and behavioral capacities to engage in STEM, and finally internalizing a passion for STEM subjects and career pathways.

First, our CCLC academic performance measures support the ultimate goal of students developing the capacity to engage in STEM subjects. This includes mastering foundational math and literacy skills. We will utilize course grades and Study Island Benchmark Assessments to evaluate progress towards this outcome.

Secondly, our social and behavior measures also support the capacity to engage in STEM, but as indicators of strong school attendance, positive classroom behavior, and personal accountability. For students to engage in the rigor of STEM, they must demonstrate positive classroom behaviors, such as critical thinking, time management, questioning, collaboration, and leadership. Social and behavioral capacity in the classroom will be measured by teacher surveys. School attendance is also evidence that a student is engaged in their own education. Our attendance measure links to the school’s state/federal accountability measures, using the same standard for a “model attendee.”

Thirdly, we will utilize attendance and participation measures related to family engagement. This will include attendance records for parent-teacher conferences and participation surveys for at-home learning activities. These measures support students developing a passion and understanding of STEM by having parents fully engaged in their learning and sharing in their discovery of STEM.

Measurement Instrument	Measured Outcomes	Baseline	Formative	Summative
Community Needs Assessment		Collected by Evaluator		Reported by Evaluator
School Improvement Review		Collected by Evaluator		Reported by Evaluator
First and Second Semester Grades	1) 65% of RAPs (grades K-2) will improve their English/language arts grades by spring semester OR maintain an S+ or higher  1) 65% of RAPs (grades K-2) will improve their math grades by spring semester OR maintain an S+ or higher  3) 65% of RAPs (grades 3-5) will improve their English/language arts		Collected by Program Director	Collected by Program Director  Reported by Evaluator

	<p>grades by spring semester OR maintain a B- or higher</p> <p>4) 65% of RAPs (grades 3-5) will improve their math grades by spring semester OR maintain a B- or higher</p>			
Study Island	<p>65% of RAPs will demonstrate mastery of at least 75% of grade-level material in English/language arts, as evidenced by Study Island Benchmark Assessments</p> <p>65% of RAPs will demonstrate mastery of at least 75% of grade-level material in math, as evidenced by Study Island Benchmark Assessments</p>		<p>Collected by Program Director</p> <p>Reported by Evaluator</p>	<p>Collected by Program Director</p> <p>Reported by Evaluator</p>
STEM Career Awareness Survey	80% of RAPs will demonstrate increased knowledge about STEM career pathways		Collected by Program Director	<p>Collected by Program Director</p> <p>Reported by Evaluator</p>
Attendance and Behavioral Data	80% of students will meet Indiana's definition of a model attendee			
IN-QPSA - including STEM standards	Continuous Improvement		<p>Collected by Evaluator</p> <p>Reported by Evaluator</p>	
Teacher Surveys	65% of RAPs will demonstrate positive classroom habits that support their learning, as measured by teacher surveys		Collected by Evaluator	Reported by Evaluator

Parent - Teacher Conference Attendance Records	65% of RAPs' families will attend Irwin's fall and/or spring Parent-Teacher Conferences		Collected by Program Director	Collected by Program Director  Reported by Evaluator
Family Learning Survey	65% of RAPs' families will report that they completed at least three take-home Family Learning Activities		Collected by Program Director	Reported by Evaluator
Focus Groups	Continuous Improvement		Collected by Evaluator	Focus Groups

As required by the 21<sup>st</sup> CCLC program, we will provide all necessary data regarding student attendance, program activities, achievements, and other data will be collected and entered in the 21<sup>st</sup> CCLC data collection system. As required by the IDOE, data will be entered regularly and finalized each semester. A program assistant will collect all required data from schools following the MOU with FWCS (consent forms provided by participants' parents, etc.). The program assistant will follow up with teachers and administrators to ensure a high response rate and to obtain data three times a year, within 30 days of the end of the testing periods. Our evaluator will provide technical support on data management and provide an annual report to IDOE on outcomes for students attending at least 45 days for more. Our evaluator will also provide a more comprehensive report to our program reflecting the performance and participation of all participants.

## **SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)**

### **1. Transportation to and From**

Our facility is located just three blocks from Irwin. Each day after school, staff members from the EAWC walk to a designated site at Irwin to pick up the students who will be attending EAWC programming that day. In the case of inclement weather, students are transported in one of our two 15-passenger vans, and—if multiple trips are required—an Irwin staff member oversees the waiting youth. Of note, we will ensure that any student attending a non-public school who wishes to participate in our programming will also have access to our facility. If their school and parents are unable to provide transportation services, we will pick up the student/s in one of our vans.

During the summer months, most participants either walk to our facility or are dropped off and by their parents. However, if transportation is a barrier for any family, we will pick up students using one of our vans.

Many Irwin students live in the neighborhood surrounding the EAWC. Some families of these students sign a release form at enrollment, giving their child permission to walk home after the program ends. At the end of the day, “walkers” sign out before they are released.

Other participants are picked up by their parents or another adult designated by the parents at enrollment (parents or other adults are required to enter the building to retrieve their child and must sign them out). However, if transportation services are formally requested, we will take children home using one of our vans.

### **2. Needs of Working Families**

Parents will not be required to leave work to transport their child to our program after school, and if any family has additional transportation needs, we will ensure that children are safely transported home. This accessibility, coupled with our expansive hours, gives working parents peace of mind and accommodates a variety of schedules. Notably, in the summer, although our official program is from 8:00 am to 4:00 pm, working parents with childcare needs may drop their child off at 7:00 am and may wait until 5:00 pm to pick them up.

### **3. On-site safety**

Although the front door to our facility is always open, programming takes place in a separate part of the facility, which remains locked. All guests, including parents, must check in (presenting identification) with our front-desk staff when they arrive. Any guests who enter the locked part of the facility are given a visitor’s pass.

All children who participate in field trips must have a signed release form from their parents or guardians. During field trips, participants must wear a EAWC t-shirt so that they are easily identifiable. We use interns, volunteers, and parent chaperones in order to maintain an adult-to-youth ratio of 1 adult to every 7-10 children (depending on their age). We also take our binder of emergency contact information.

Finally, we have staff members who are trained in both CPR and First Aide with children at all times.

#### **4. Hiring Practices**

All potential EAWC staff and volunteers are required to undergo criminal background checks and must submit at least two references.

#### **5. Background Checks**

Background checks are kept in a locked filing cabinet in the office of EAWC's Executive Director.

## **PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)**

EAWC has always been a fiscally sound organization, and we are proudly debt-free. Most of our income comes from our fundraising events, individual and corporate donors, and foundations.

21<sup>st</sup> CCLC grant funds would be instrumental in helping us to transform our programming. Additional funding would enable us to hire the staff (with appropriate compensation!), pay for the training, and purchase the resources we need to take our already strong programming to the next level.

However, should we no longer have access to 21<sup>st</sup> CCLC funding at some point in the future, we are hopeful that we would be able to maintain the programming enhancements that we achieved as a result of the 21<sup>st</sup> CCLC opportunity. One potential source of future revenue is our second facility. We were recently gifted a phenomenal, 13,000 square-foot building that includes a full-size gymnasium as well as a performing arts stage, a kitchen/dining area, and additional spaces for classrooms, a computer lab, and recreation/exercise. We have launched a capital campaign to fund necessary improvements and renovations, as the building had been unused for some time and was in a state of moderate disrepair. We plan to capitalize on the acquisition of our new facility and its gymnasium by using it to implement some fee-based services. These may include organized sports as well as facility rental options. By the end of our 2021 fiscal year, we hope to generate an additional \$10,000 in income through this new revenue stream.

Also, should we receive 21<sup>st</sup> CCLC funding, we would have the resources we need to hire more staff at EAWC, which would ultimately lead to additional community connections and greater sustainability. Our Executive Director currently spends much of her time managing programming (curricula and activities, program-related staff and volunteers, and student evaluations and data). With additional staff, our Executive Director will have more time to focus on other duties such as strengthening community partnerships and fund development. Therefore, even if we no longer have access to 21<sup>st</sup> CCLC funding in the future, we are hopeful that we would have laid the groundwork for greater sustainability, including not just additional dollars—but also additional volunteers, additional community partnerships, and additional donations. By the end of 2021, we hope to increase our number of volunteers by 5%, add two new community partners, and secure new donations that will lead to at least \$2,500 in savings for our organization.

## APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
<b>Total</b>	<b>125</b>	<b>52</b>